

# EXAMINATION FEEDBACK FORM

Course Code:	MPH-521
Course Name:	Epidemiology and Prevention of Chronic and Infectious Diseases in a Global Context
Credits:	10 ECTS
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## General Comments:

*Please provide comments on overall performance highlighting how students may improve overall technique to enhance results in the future.*

## Areas of Strength

Most students were very well familiar with the most common risk factors for the major non-communicable diseases. They were also able to correctly describe geographical and temporal trends in the burden of non-communicable diseases. Most students could also correctly identify the epidemiological paradigm referred to by a given scenario.

In terms of infectious diseases, most students were well familiar with the factors that can lead to the emergence of infectious diseases as well as the factors that can determine their spread including infectious agents' attributes. Students could also confidently identify modes of transmission, as well as types of disease occurrence presented in scenarios. Most students were very well familiar with the chain of infection and how it can be used for the control of infectious diseases. They were also able to identify appropriate prevention activities for avoiding specific disease transmission.

## Areas of Weakness

In the case of non-communicable diseases, when presented with a scenario, some students struggled to derive the risk factor(s) that most probably explain observed differences in the incidence of a disease. Also, several students could not recall that the spectrum of carcinogens can span chemical, biological or physical risk factors. Furthermore, several students could not recall the potential mechanisms that link early life exposures with later life disease risk. Lastly, some students did not demonstrate a good understanding of the all-encompassing definition of a health system in the context of a systems-thinking approach.

With regards to infectious diseases, most students did not recall international initiatives for surveillance of and response to emerging diseases. In addition, students struggled with identifying the most appropriate type of surveillance system based on a given scenario or how the use of tools, such as maps, can help with the assessment of spread of a disease. Furthermore, many students lost marks on questions pertaining to the characteristics of different surveillance systems. Several students struggled to correctly extract information from tools such as epi curves and spot maps.

## Suggestions for Improvement

Students are encouraged to revisit the material of the sections mentioned under "Areas of Weakness" and particularly to re-attempt activities where the theory is applied in real world scenarios. In terms of non-communicable diseases, students are encouraged to re-visit the material on preconception health and care, including the importance of the systems thinking approach. In terms of infectious diseases, it is important that students revisit the material on surveillance systems and the tools that can be exploited in the process of surveillance and outbreak investigation since these are very important for public health professionals.

## Quantitative Information

*It may be helpful to students to provide information on the distribution of marks, either for the examination as a whole, or for individual questions. Where available, these figures may provide the student with a useful comparison of their performance in relation to their peers and overall student performance on the examination. The Examinations Office can provide guidance on how spreadsheets may be set up to record this information if Schools wish to do so.*

*Information can be presented in table form or graphically.*

### **All students' performance scores:**

*(This table shows the distribution of scores of students who attempted the Examination)*

	Overall
Number of students	13
A (90%+)	1
B (80%-89%)	6
C (70%-79%)	4
D (60%-69%)	1
F (<60%)	1
Mean Mark	77.1%
Standard Deviation	8.9%